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ABSTRACT

This handbook describes procedures and policies of the Higher Education Program at Pennsylvania State University, for the benefit of prospective and newly admitted students. Following an overview of the program, requirements for the Master of Education degree are spelled out. The handbook outlines important milestones in doctoral programs and requirements specific to the Doctor of Education and Doctor of Philosophy degrees. Procedures for acquiring a minor in higher education are also reviewed. The handbook describes the Higher Education Student Association, lists the higher education faculty, and lists course offerings in higher education. Appendices include program worksheets for the Master of Education degree and doctoral programs; forms for requesting the qualifying examination and candidacy examination; proposed/approved plan of study forms; forms to request oral defense of dissertation proposal and final dissertation; a form to request to appoint or change a doctoral committee; and a form for proposal of an internship/independent study. (JDD)

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GRADUATE STUDENT HANDBOOK

HIGHER EDUCATION PROGRAM

College of Education

The Pennsylvania State University

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TABLE OF CONTENTS

	Page
PREFACE	4
THE HIGHER EDUCATION PROGRAM	5
Overview	5
Student Population	7
Admission to the Higher Education Program	7
Advisor	8
DEGREE PROGRAMS	9
The Master's Degree	9
Requirements for the M.Ed. Degree	10
Plan of Study	11
Master's Paper	11
The Doctoral Degrees	12
Important Milestones in the Doctoral Program	13
Qualifying Examination	13
Candidacy Examination	14
Comprehensive Examination (Dissertation Proposal Defense)	16
Appointment of Doctoral Committee	16
Dissertation Proposal Defense	17
Dissertation Production	18
Final Oral Examination	18
Graduation	18
Requirements Specific to the D.Ed. Degree	19
Credits and Content Areas	19
Residence Requirements	20
Grade-Point Average	20
Experience Requirement--Internship	21
Doctoral Research	21
Requirements Specific to the Ph.D. Degree	22
Credits and Content Areas	22
Residence Requirements	23
Grade-Point Average	24
Experience Requirement--Internship	24
Doctoral Research	24
The Minor in Higher Education	25

HESA (HIGHER EDUCATION STUDENT ASSOCIATION) 27

HIGHER EDUCATION FACULTY 29

COURSE OFFERINGS IN HIGHER EDUCATION (HI ED) 30

APPENDICES 33

PREFACE

The purpose of this **Handbook** is to describe for the benefit of prospective and newly admitted students the procedures and policies of the Higher Education Program at Penn State. An understanding of the information contained herein will significantly foster the student's orderly progression through the several requirements of the various degree programs.

However, a precaution needs to be established prior to one's serious usage of this **Handbook**. The reader must understand that the policies and procedures of the Graduate School supersede any of those outlined by the Higher Education Program. For a complete explanation of the various Graduate School regulations, the reader is referred to the most current edition of **The Pennsylvania State University--Graduate Degree Programs Bulletin**.

THE HIGHER EDUCATION PROGRAM

Overview

The Higher Education Program at Penn State has as its primary goal the preparation of individuals who are capable of analyzing and managing the crucial problems in postsecondary education. The Program employs the knowledge of several related disciplines to study postsecondary education systematically, and then applies this learning to the professional challenges faced by practitioners in the field.

Three degrees are offered: M.Ed., D.Ed., and Ph.D. As described later, the requirements for each degree vary, but the primary purpose for study remains the same.

Graduates from the Higher Education Program pursue a wide variety of careers, including positions as administrators, researchers, faculty members, staff officers in colleges and universities or in public and private agencies and associations. Positions of graduates range, for example, from Director of The ERIC Clearinghouse on Higher Education, to a faculty member in the University of Michigan Higher Education Program, to Chair of the Educational Leadership Department at Florida State University. Our graduates are college presidents, top administrators in state-wide coordinating agencies, and vice-presidents and deans of colleges and universities. Others are involved in national foundations and associations. Additionally, publication activity of our graduates is noteworthy and extensive, and several are leading scholars in areas of higher education.

That our graduates are so highly placed is due, at least in part, to the emphasis of the Program on providing a variety of opportunities for students to work with faculty and other professional staff at the University. A close association exists between the Program and the research-oriented Center for the Study of Higher Education, also located in Willard Building. Professional staff in other administrative offices of the University serve as faculty members in the Program and are available to assist students in their educational and career development. These faculty members provide students with individually tailored opportunities for study leading to the master's and doctoral degrees.

Students from the Higher Education Program are encouraged to pursue academic work within other academic units at Penn State, such as public administration, marketing, organizational behavior, sociology, political science, history, philosophy, educational psychology, educational theory and policy, speech communication, and English.

Finally, although the positions for which students in the Program prepare themselves are, as previously mentioned, very diverse, students and faculty alike have perceived a need for a degree of unity in the pursuit of higher education as a field of study. Consequently, a "core" of courses is recommended for all students, while still allowing for sufficient individual variation in order that special interests and expertise may be developed.

Student Population

Students in the Higher Education Program come from across Pennsylvania, various other states, and several foreign countries. Approximately 75 percent of those enrolled attend classes on a part-time basis. Approximately 45 percent seek the D.Ed., 45 percent the Ph.D., and 10 percent the M.Ed.

Admission to the Higher Education Program

No single criterion stands as an adequate forecaster of probable success in graduate work. The successful degree applicant is evaluated on each of the following criteria: (a) undergraduate junior-senior grade-point average, (b) grade-point average in any graduate work, (c) Graduate Record Examination combined verbal and quantitative score or Miller Analogies Test score, (d) professional and academic references, and (e) at least one example of the applicant's writing or publications. Most applicants have a previous degree in a professional field, in the social or natural sciences, or in the humanities. The successful applicant's academic and professional references will attest to his/her academic potential for the pursuit of quality graduate work and to his/her academic potential for completing the degree program.

Prospective applicants should also be aware that a separate admission application must be made to the Graduate School. Information regarding this procedure can be obtained by contacting the Office of Graduate Admissions, 201 Kern Building (814-865-1795).

A note of caution is appropriate here to those considering pursuit of a master's degree. There are a limited number of current positions in postsecondary education institutions and agencies for which a master's degree is sufficient qualification. Thus, admission to the M.Ed. degree program in Higher Education is recommended only for persons with an interest in a narrow range of careers.

Advisor

Once admitted to a degree program, a student is assigned an advisor from among the faculty in the program, based on mutual academic and/or professional interests. The advisor's role is to assist the student in further clarifying interests and developing a program of study. Examples of ways in which advisors commonly assist students include recommending courses, suggesting research themes, and developing a plan to meet degree requirements.

Students are free at any time to request that another member of the faculty serve as their advisor. The advising relationship often depends upon mutual consent. Students are encouraged to become acquainted with all members of the faculty.

DEGREE PROGRAMS

Three degrees are offered in Higher Education: M.Ed., D.Ed., and Ph.D. The Higher Education student's program of study is not prescribed; its specific design and content is the joint responsibility of the student, his/her Higher Education advisor, and the minor or discipline field advisor. Although knowledge in the "core" areas of study is recommended for all students, flexibility is considered a valuable asset in the establishment of stimulating, imaginative, and scholarly programs suited to the particular background, interests, and requirements of individual students and to the demands of the profession and the scholarly study of higher education. At Penn State, this flexibility rests on the opportunity to choose from among the total resources of the University and from the most appropriate alternatives provided by Higher Education faculty members whose established interests encompass a substantial range of scholarship and specialization.

In addition to programs for majors in Higher Education, a minor in Higher Education is offered for students interested in combining such study with another major field of study.

The Master's Degree

The M.Ed. degree program has a minimum requirement of 30 credits. Master's degree students majoring in Higher Education must complete an introductory course (HI ED 545) and an additional 15 credits in Higher Education courses, seminars, internships, or independent study. A minimum of one course in

statistics or in a comparable analytical methods course, a minimum of 6 credits in a minor field, and a master's research project paper are also required of all M.Ed. students in the Program. No more than 10 credits may be earned in 400-level courses.

Requirements for the M.Ed. Degree

1. A minimum of 30 graduate credits.

2. A minimum of 18 credits in course work at the 500 level.

3. A minimum of 15 credits of these 500-level courses must be in Higher Education courses, seminars, etc.

4. A minimum of one research methodology course (preferably a quantitative analysis/statistics course).

5. A minimum of 6 graduate credits in a minor field of study, or 6 credits in General Studies. The minor field must be approved by the candidate's advisor and a statement indicating the minor field courses sent to the Program Secretary for transmission to the Graduate School and for placement in the student's folder in the Program Office.

6. A master's paper that is accepted by the candidate's advisor and one additional Higher Education faculty member who is a member of the Graduate Faculty (see "Master's Paper" below).

7. A minimum grade-point average of 3.00 for work done at Penn State.

8. The M.Ed. degree includes an experiential requirement involving a field experience or internship. This requirement is to improve the candidate's qualifications for subsequent employment and/or to provide an experiential background for undertaking a doctoral program in Higher Education or a related field of study.

9. All requirements for the M.Ed. degree must be met within eight years or a period spanning nine consecutive summers. An average course load of 12-15 credits per semester allows the student to complete degree requirements within a 12-month period. Most students, including part-time students, complete their M.Ed. degrees within a maximum of two years.

Plan of Study

A student will develop, with his/her advisor, a plan of study consistent with identified intellectual and career goals. A copy of this plan of study is placed in the student's file in the Higher Education Program office. This plan may be changed at any time, based on new mutual understandings between the student and his/her advisor. There is no formal procedure to amend the program of study, but the student and his/her advisor should be aware of the degree requirements as set by the Graduate School and the Program faculty. The "Planned/Approved Program--Master's Degree" form (Appendix A) should be completed by the M.Ed. student and his/her advisor. (An "M.Ed. Degree Program Worksheet" is also included in Appendix A.)

Master's Paper

The student, upon the completion of his/her course work, will prepare a master's paper under the guidance of his/her advisor. Although this paper is not a master's thesis, it does encompass significant library research and may even include a report on field research. The style of the paper should conform to the guidelines for the master's thesis laid out in the **Thesis Guide**, published by the Graduate School. With the advisor's approval, the paper will be submitted to a second Higher Education faculty member (selected by the student) for approval.

The Doctoral Degrees

The Higher Education doctoral program, whether a Ph.D. or D.Ed. degree, consists of three phases:

Year 1, Phase I:

1. Enroll in core courses fall and spring semesters.
2. Enroll in additional credits in higher education, the minor/cognate area, and/or research to maintain full-time status each semester.
3. Take Qualifying Exam at the end of Year I.

Year 2, Phase II:

1. Hold Candidacy Examination.
2. Pursue minor/cognate and specialization in Higher Education.
3. Enroll in Research Design, HI ED 565.
4. Complete Comprehensive Examination through oral defense of dissertation proposal.

Year 3, Phase III:

1. Conduct dissertation research.
2. Defend dissertation at Final Oral Examination.

The initial phase of the program stresses the integration of the academic disciplines with the professional study of higher education in the "core" areas of study of the program. The six courses and areas examined are: (1) History and Philosophy of Higher Education; (2) Administration of Higher Education; (3) Curriculum and Instruction in Higher Education; (4) Higher Education Students and Clientele; and (5) Organizational Theory in Higher Education.

The second phase of the program involves an increased emphasis upon the more specialized studies and experiences related to the student's identified area of study concentration and professional emphasis. This phase consists of various sequences of advanced courses and seminars, independent study, practicums, internships, and related research activities, which usually include the exploration and identification of probable

topics for doctoral research. This phase emphasizes the student's use of appropriate methodologies and the development of a variety of techniques for studying a wide range of problems. These might include comparative studies of institutions, interdisciplinary investigations of programs and instructional procedures, historical case studies, analyses of the dynamics of program and organizational reform and innovation, and the construction and testing of theoretical models.

In the final phase of the Higher Education doctoral program, the doctoral student concentrates on research and the writing of a doctoral thesis related to the student's area of specialization and professional interest. The student and his/her doctoral committee determine the subject and focus of this research undertaking, utilizing an appropriate set of theoretical constructs, data-gathering methodologies, and analytical techniques. (A "Doctoral Programs Work-sheet" is contained in Appendix B.)

Important Milestones in the Doctoral Program

Qualifying Examination. Upon completion of the core courses, the student must complete the qualifying examination. The purpose of the qualifying exam is to assess the student's knowledge of the core areas of History of Higher Education, Organizational Theory, Administration, Students in Higher Education and Curriculum, and to evaluate his/her ability to synthesize knowledge in the core areas in response to specific questions. The examination takes place in four-hour sessions

over a two day period, generally during the first Monday and Tuesday of the Fall and Spring semesters; students respond to two questions posed each day. Students may elect to write their responses by hand or to use word processing. In the latter case, students must provide their own computer. The examination is evaluated by a committee comprised of the Higher Education Program faculty. Questions are evaluated predominantly in terms of argument, content, and the utilization of scholarly literature. ARGUMENT pertains to the organization, relevance and cogency of the answer. CONTENT refers to the demonstrated knowledge of the factual basis of the issues in question, and UTILIZATION OF SCHOLARLY LITERATURE encompasses familiarity with key writings, grasp of their contents, and the appropriateness of references.

Appendix C contains the form, Request for Qualifying Examination, which is to be completed by the student and filed with the secretary for the Higher Education Program. Students should apply for the Qualifying Examination at least four weeks before the scheduled date for the examination. Students may withdraw from the exam up to the scheduled day of the exam.

Candidacy Examination. After the student has successfully completed the Qualifying Examination, the Candidacy Examination takes place. The purpose of this examination is twofold: to ensure the student's readiness to become a candidate for the degree and to devise a plan for future course work in the student's specialty area within the field of higher education. Students are asked to respond to a question in the area of

interest proposed for the specialization. The written take-home response, based on library research, provides a diagnostic tool to assess the student's writing capabilities and to probe areas of potential research interest. In addition to the written response to the question, the student provides a proposed course of study to be followed in completing the degree requirements.

The student is responsible for asking faculty to serve as members of his/her Candidacy Committee. For a D.Ed. student, two Higher Education faculty are required; for a Ph.D. student, two Higher Education and one cognate area faculty members are required. The Candidacy Committee evaluates the student's ability to write, the content of the proposed course of study and potential areas of research interest. Prior to the candidacy examination, the candidate meets with the advisor and develops a question from which the take-home response is prepared. The candidate is given one week to complete the written response. The response generally is no more than 25 pages.

Appendix D contains the forms Request for Candidacy Examination, Candidacy Examination Approval, and Proposed/Approved Plan of Study (for both the D.Ed. and Ph.D.). At least two weeks before the Candidacy Examination is scheduled to take place, the student must submit the following items to the members of the Candidacy Committee: Request for Candidacy form; D.Ed. or Ph.D. degree program Proposed Plan of Study; General Description of Proposed Degree Program; and the response to the take-home question. After the Candidacy Examination, the

student must submit an Approved Plan of Study, signed by the major area advisor and the discipline field (minor or cognate area) advisor, to the Program Office to be included in the student's official file. At the next scheduled faculty meeting, the Higher Education faculty will vote to admit the student to candidacy or to reject the application.

Comprehensive Examination (Dissertation Proposal Defense). After having completed coursework, the student begins the formal work on his/her dissertation research. Upon registering for dissertation proposal credits (HI ED 596A), the student develops a dissertation proposal. The proposal provides the student and his/her committee an opportunity to think through key questions about the nature, direction, and methods used to attack the problem. A proposal contains a concise problem statement, research questions, importance of the study, a preliminary literature review, and research methods to be followed in the study. Specific guidelines for proposal content vary according to the type of dissertation being planned. The student and his/her dissertation advisor should work out the details on proposal content.

Appointment of Doctoral Committee. As part of the process, the student must form a doctoral committee to monitor the final phase of the degree program. This committee consists of faculty members who assist in assessing the student's progress, guide the construction of a dissertation proposal, and, later, provide input during the execution of the research. The committee consists of a minimum of four members of the graduate faculty

with at least two members holding senior graduate faculty status. The Chair must hold senior graduate faculty status. A thesis director may be appointed who is not the committee chair. Associate graduate faculty may serve as the thesis advisor while senior graduate faculty chair committees. Higher Education faculty should hold at least two positions on the committee. At least one committee member must be from the student's minor or cognate field. Appendix E contains the form, Appointment of Doctoral Committee.

Dissertation Proposal Defense (Comprehensive Exam). Before the actual thesis research begins, the student's doctoral committee must approve the proposal. During the Comprehensive Examination, the student orally defends his/her written research proposal. The Comprehensive Exam allows the doctoral committee the opportunity to assess the quality of the student's acquired research skills and knowledge of the identified problem within the field. With the consent of the advisor, the student contacts his/her committee members to schedule a meeting to review the proposal (see Appendix F, Request for Comprehensive Oral Exam). Copies of the proposal should be provided to the committee members at least two weeks before the meeting. While many faculty prefer the short form of the proposal (30-40 pages), the student should be guided by his/her dissertation advisor on the organization and length of the proposal.

Dissertation Production. While this work is done by the student, the student will work closely with the committee chair or the thesis advisor and the committee to progress through the various steps of the dissertation.

Final Oral Examination. The Final Oral Examination (the thesis defense) provides the student's committee with an opportunity to challenge any and all aspects of the finished dissertation. The student should proceed to schedule the Final Oral Examination only after his/her dissertation advisor has determined that the final thesis is legitimately defensible. Again, the student is responsible for scheduling the meeting and notifying the Program secretary, allowing a minimum of one month for papers (see Appendix G, Request for Final Oral Examination form) to be processed through the Graduate School. A copy of the complete dissertation should be provided to committee members no less than two weeks in advance of the meeting.

Graduation. The final milestone in a doctoral program is, of course, GRADUATION! It is the student's responsibility to meet all Graduate School/University deadlines for: (1) filing a diploma card; (2) paying a thesis fee; (3) scheduling his/her Final Oral Examination; (4) submitting an acceptable copy of the doctoral thesis; and (5) filing a petition to graduate in absentia if he/she does not plan to attend commencement. Appendix H shows an example of these deadlines; the dates vary by semester. Students should contact the Graduate Program Office (814-865-1834, 211 Kern) the semester prior to the one in which they intend to hold their Final Oral Examination to obtain

current deadline dates. To assist the student in preparing his/her thesis, copies of a **Thesis Guide** are available in the Thesis Office (303 Kern Building, 814-865-5448).

Requirements Specific to the D.Ed. Degree

A. Credits and Content Areas

1. A minimum of 60 credits beyond the master's degree (90 graduate credits beyond the baccalaureate degree).

2. Course Work. The course of study allows for flexibility but defines competencies which students must have. These are listed below:

   a. Core

      The core courses in Higher Education consist of 15 credits and include:

      (1) History of Higher Education;
      (2) Higher Education Students;
      (3) Administration in Higher Education;
      (4) Organizational Theory in Higher Education; and
      (5) Curricula in Higher Education.

   b. Advanced Study

      Advanced study in specialized Higher Education courses consists of 12 credits.

   c. Research Skills

      A minimum of nine credits in research skills are required consisting of:

      (1) basic statistics through multivariate analysis;
      (2) basic qualitative methods; and
      (3) HI ED 565 Research Design.

   d. Internship

      Nine credits in internship or practice based courses (budgeting, finance, management information systems)

   e. Minor

      The minor area consists of 15 credits.

f. Proposal course

A minimum of 3 credits and a maximum of 9 credits of HI ED 596A serves as a capstone course to complete the comprehensive examination requirements.

g. Electives

Twelve credits of electives are required.

h. Benchmarks

Three benchmarks must be successfully completed; these include the Qualifying, the Candidacy and the Comprehensive Examinations.

i. Dissertation

Fifteen credits of thesis research are required (HI ED 600/610).

B. Residence Requirement

a. Full-Time Status

A minimum of six semesters of full-time graduate study and research (9 credits per semester) or the equivalent in credits (90 graduate credits beyond the baccalaureate degree), of which at least 30 credits must be earned in residence on the University Park campus. The D.Ed. candidate may meet this requirement by attending summer sessions. (Note: Full-time graduate study varies for graduate assistants and for University employees, the amount of full-time study being defined according to the amount of time required for the assistantship or position. See the Graduate Bulletin for this definition.)

b. Statute of Limitations

The student is required to complete a planned and approved program within eight years from the date of acceptance as a D.Ed. degree candidate (i.e., the date candidacy was approved by the Graduate School after the candidacy examination).

C. Grade-Point Average

A minimum grade-point average of 3.00 for work done in Higher Education and in all other doctoral degree course work done in other departments or programs undertaken at Penn State.

D. Experience Requirement--Internship

The D.Ed. degree program includes an experiential requirement. If the candidate has not had previous experience in a postsecondary education institution or agency prior to admission, he/she will be required to schedule an internship/assistantship in a postsecondary education institution, agency, or other approved organization prior to graduation. (See Appendix I, Proposal for Internship/Independent Study.)

E. Doctoral Research

1. The preparation of a doctoral research proposal.

2. The official acceptance by the candidate's doctoral committee of a research proposal in a scheduled Oral Comprehensive Examination attended by the candidate and all members of his/her doctoral committee.

3. The completion of the doctoral research as approved by the candidate's committee, especially the thesis advisor.

4. The acceptance of the final draft of the candidate's thesis by each member of the candidate's doctoral committee and satisfactory defense of the thesis at a Final Oral Examination. The form and content of the final draft of the thesis for the Final Oral Examination should meet the expectations of and be approved by the dissertation advisor prior to submission to the doctoral committee.

5. Evidence of a high degree of scholarship, competence in scholarly exposition, and ability to select, organize, and apply knowledge must be demonstrated in an acceptable D.Ed. thesis. In the thesis and its defense at the Final Oral Examination, the candidate must demonstrate a capacity for independent thought, as well as an ability to apply educational principles or to develop new generalizations acquired under scientific controls. The thesis may be based upon a product or project of a professional nature, provided scholarly research is involved. For example, it may be based upon the solution of a professional problem concerned with the development of a curriculum in a postsecondary education institution, or of an administrative or organizational problem in a college or university; or it could be a product of creative effort related to some post-secondary education phenomenon. However, in order to be acceptable as a thesis, the professional project must be accompanied by a written discourse demonstrating the purpose and nature of the investigation and the rationale, design,

and methodology of the research based on appropriate theories, experiments, and other rational processes as were used in effecting the final result (see the Graduate Bulletin).

Requirements Specific to the Ph.D. Degree

A. Credits and Content Areas

1. There is not a credit requirement for candidate's seeking the Ph.D. degree; however, candidate's take an average of 60 credits beyond the master's degree to complete Program requirements.

2. Course Work. The course of study allows for flexibility but defines competencies which students must have. These are listed below:

   a. Core

      The core courses in Higher Education consist of 15 credits and include:

      (1) History of Higher Education;
      (2) Higher Education Students;
      (3) Administration in Higher Education;
      (4) Organizational Theory in Higher Education; and
      (5) Curricula in Higher Education.

   b. Advanced Study

      Advanced study in specialized Higher Education courses consists of 12 credits.

   c. Research Skills

      A minimum of nine credits in research skills are required consisting of:

      (1) basic statistics through multivariate analysis;
      (2) basic qualitative methods; and
      (3) HI ED 565 Research Design.

   d. Advanced Research Skills

      Nine credits in research courses beyond the minimal skills.

e. Cognate

The cognate area consists of no less then 15 credits, and sometimes more, depending upon the area.

f. Proposal course

A minimum of 3 credits and a maximum of 9 credits of HI ED 596A serves as a capstone course to complete the comprehensive examination requirements.

g. Electives

Twelve credits of electives are required.

h. Benchmarks

Three benchmarks must be successfully completed; these include the Qualifying, the Candidacy and the Comprehensive Examinations.

i. Dissertation

HI ED 601/611 are used to maintain continuous enrollment while the student works on the dissertation. Continuous enrollment must be maintained until all requirements for the degree have been fulfilled.

B. Residence Requirements

1. Full-time Status. During the interval between admission to candidacy and completion of the Ph.D. program and over some 12 month period, a Ph.D. candidate must spend at least two semesters (which may include the semester in which the Candidacy Examination is taken, but not summer sessions) as a registered full-time student engaged in academic work at the University Park Campus. Full-time University employees must be certified by the department as devoting half-time (6 credits) to graduate studies and/or thesis research to meet the full-time status requirement. Graduate assistants are classified as full-time, according to the amount of time required of them in their assistantship classification (see the **Graduate Bulletin**).

2. Continuous Registration

The **Graduate Bulletin** states: "After a Ph.D. candidate has passed the comprehensive examination and met the two-semester full-time residence requirement,

the student must register continuously for each fall and spring semester (beginning with the first semester after both of the above requirements have been met) until the Ph.D. thesis is accepted by the doctoral committee. (Note that students who are in residence during summers must also register for summer sessions.)

"Post-comprehensive Ph.D. students can maintain registration by registering for credits in the usual way, or by registering for noncredit 601 or 611, depending upon whether they are devoting full time or part time to thesis preparation. Students who want to combine course work with thesis preparation must register for 600 or 611 (i.e., not for 601, which is full-time thesis preparation)."

3. Statute of Limitations

The student is required to complete the planned and approved program within eight years from the date of acceptance as a Ph.D. degree candidate (date candidacy was approved by the Graduate School after the candidacy examination).

C. Grade-Point Average

A minimum grade-point average of 3.00 for work done in Higher Education, plus an overall minimum grade-point average of 3.00 for all work done for the Ph.D. degree undertaken at Penn State.

D. Experience Requirement--Internship

No internship is required of Ph.D. degree students but, if the candidate has no previous experience in the area of his/her special program emphasis, it is strongly recommended that at least one field experience, research or administrative assistantship, or internship be included as an important feature of the candidate's program.

E. Doctoral Research

1. The preparation of a doctoral research proposal that includes the application of social science theory (or the theory, concepts, methodologies, and technologies of another discipline or field of study) to the study of selected postsecondary education phenomena.

2. The official acceptance by the candidate's doctoral committee of a research proposal in a scheduled meeting attended by the candidate and all members of his/her doctoral committee at the Oral Comprehensive Examination.

3. The completion of the doctoral research as approved by the candidate's committee, especially the thesis advisor and the advisor representing the minor/cognate field of study.

4. The acceptance of the "final draft" of the candidate's thesis by each member of the candidate's doctoral committee. The form and content of the "final draft" of the thesis for the Final Oral Examination should meet the expectations of and be approved by the dissertation advisor prior to submission to the doctoral committee for the Final Oral Examination.

5. The application of the theories, concepts, methodologies, and technologies of the minor/cognate discipline or field of study to the analysis and interpretation of appropriate selected postsecondary education phenomena must be evidenced in an acceptable Ph.D. thesis. It must demonstrate the candidate's ability to do independent research and his/her competence in scholarly exposition. It should represent a significant contribution to knowledge regarding post-secondary education and must also relate this knowledge to the theories, concepts, methodologies, and/or technologies of the minor/ cognate discipline or field of study. The thesis must be presented and defended adequately at the Final Oral Examination in a scholarly manner, revealing an ability on the part of the candidate to do independent thinking and research of high quality, and indicate considerable experience using a variety of research techniques. The findings of the research effort should be summarized in terms of the major hypotheses; the conclusions should be related, not only to the study and practice of post-secondary education, but also to the theoretical and conceptual basis of the thesis.

The Minor in Higher Education

There are a considerable number of administrative, professional staff and faculty opportunities in postsecondary education institutions and agencies for persons with highly developed academic and professional skills that are coupled with a knowledge and understanding of the institution in which they will be working. Persons with such career plans may wish to pursue a minor degree program in Higher Education or elect to

take several of the available courses as part of their graduate study. The Higher Education faculty are pleased to cooperate in providing such programs, which are administered through the student's major departments as a minor in an M.Ed. or D.Ed. degree program or as elective courses and seminars in a Ph.D. program.

HESA (HIGHER EDUCATION STUDENT ASSOCIATION)

Founded in 1968, the Higher Education Student Association functions in many roles. Through the **HESA Newsletter**, published several times during each academic year, the organization maintains a key link with alumni, the part-time students dispersed throughout Pennsylvania, and the "ABDs" located throughout the country.

The HESA Constitution specifies four purposes for the organization:

1. To provide for the academic and professional development of the membership;
2. To provide for the facilitation of the academic programs of the membership;
3. To provide for the discussion of issues, research, and experimentation in higher education; and
4. To provide for the promotion of professional fellowship.

All Higher Education students, alumni, and faculty are encouraged to participate equally in the Association. Offices, held by current students, include a president, a secretary, and a treasurer. In addition, students who serve as chairs of the social, communications and Brown Bag committees, the GSA (Graduate Student Association) representative and a representative to the Higher Education faculty combine with the officers to form an executive committee. A faculty advisor, chosen by the students, also participates on this committee.

New students can become involved in HESA activities immediately. The Brown Bag luncheons feature scholars, alumni, faculty, and foreign visitors speaking on a wide spectrum of

higher education concerns. Social activities run from small and informal weekly or monthly gatherings to the more formal holiday dinner party and the annual summer picnic.

Participation levels can vary from simply attending these events to more active work and planning on the social committee, program committee, or Newsletter team. Levels of interchange with the University-wide Graduate Student Association and with other related academic programs and student associations vary from year-to-year, depending on the interests of the Association membership.

Attendance at nearby higher education conferences is encouraged. With support from the Higher Education Program and from the Center for the Study of Higher Education, HESA plays an active role in conference involvement for graduate students.

HESA officers and other students who are advanced in their programs are available for orientation and informal consultation with new students. More formally, the organization also maintains a direct link to the Higher Education faculty through the President and the Faculty Representative. New students are encouraged to use HESA and its resources for their individual betterment.

HIGHER EDUCATION FACULTY

BENSIMON, Estella (Ed.D., Teachers College, Columbia University): Assistant Professor of Education; Research Associate, Center for the Study of Higher Education

FAIRWEATHER, James S. (Ph.D., Stanford University): Associate Professor of Education; Senior Research Associate, Center for the Study of Higher Education

GEIGER, Roger L. (Ph.D., University of Michigan): Associate Professor of Education, Higher Education Program

HENDRICKSON, Robert M. (Ed.D., Indiana University): Associate Professor of Education; Professor-in-Charge, Higher Education Program

LOZIER, G. Gregory (D.Ed., Penn State University): Affiliate Associate Professor of Education; Executive Director of Planning and Analysis, Penn State

MARTORANA, S. V. (Ph.D., University of Chicago): Professor Emeritus of Education; Senior Research Associate, Center for the Study of Higher Education

RATCLIFF, James (Ph.D., Washington State University): Professor of Education; Director, Center for the Study of Higher Education

TERENZINI, Patrick (Ph.D., Syracuse University): Professor of Education; Senior Scientist, Center for the Study of Higher Education

TIERNEY, William G. (Ph.D., Stanford University): Associate Professor of Education; Senior Research Associate, Center for the Study of Higher Education

TOOMBS, William (Ph.D., University of Michigan): Professor Emeritus of Education; Senior Research Associate, Center for the Study of Higher Education

UPCRAFT, M. Lee (Ph.D., Michigan State University): Affiliate Associate Professor of Education; Assistant Vice President for Counseling and Health Services, Penn State

WEIMER, Maryellen (Ph.D., Penn State University): Affiliate Assistant Professor of Education; Head, Instructional Development Program

WRIGHT, Bobby (Ed.D., Montana State University): Assistant Professor of Education; Research Associate, Center for the Study of Higher Education

COURSE OFFERINGS IN HIGHER EDUCATION (HI ED)

545. HIGHER EDUCATION IN THE UNITED STATES (3 credits)

A basis for all courses in higher education. Current issues are analyzed and trends of the future anticipated.

546. COLLEGE TEACHING (3 credits)

Principles involved in teaching at the college level; effective use of teaching aids; criteria used in evaluation.

548. CURRICULA IN HIGHER EDUCATION (3 credits)

Types of undergraduate curricula and their supporting philosophies; approaches to curriculum planning and assessment; patterns of interdisciplinary studies; sources of curricular reforms, representative case studies.

549. COMMUNITY JUNIOR COLLEGE AND THE TECHNICAL INSTITUTE (2-3 credits)

Distinctive contributions to meeting the need for post-secondary education; development, functions, curriculum and instruction, government, administration and finance.

550. EDUCATION FOR THE PROFESSIONS (3 credits)

The nature of a professional and dimensions of professional education in the United States are explored. Trends and issues are examined.

552. ADMINISTRATION IN HIGHER EDUCATION (3 credits)

Philosophy of administration; principles of management and their application in colleges and universities; case studies of administrative problems. Prerequisite: Courses or experience in higher education.

554. THE HISTORY OF AMERICAN HIGHER EDUCATION (3 credits)

Examination of the development of higher education in the United States against the background of influential social, political, economic, and intellectual forces; major trends and issues.

556. HIGHER EDUCATION STUDENTS AND CLIENTELE (3 credits)

Guided inquiries into the life and work of college students. Previous graduate-level study of adolescence and young adulthood is highly desirable (e.g., IFS 435 and PSY 426).

558. CURRICULUM DESIGN AND EVALUATION IN HIGHER EDUCATION (3 credits)

Processes and methods of higher education curriculum design, implementation, and evaluation; appropriate resources and their practical application; illustrative case studies. Prerequisite: HI ED 548.

560. LEGAL ISSUES IN HIGHER EDUCATION (3 credits)

A process for analyzing case law on issues of access, student rights, employment, collective bargaining, church/state, private sector, and liability.

562. ORGANIZATIONAL THEORY & HIGHER EDUCATION (3 credits)

Application of social science theory and research to post-secondary education organizations and administration; use of research in administrative practice. Prerequisite: HI ED 552.

565. RESEARCH DESIGN: IMPLICATIONS FOR DECISIONS AND POLICY IN HIGHER EDUCATION (3 credits)

A capstone course on research design and analytical approaches in decision-making in higher education from several policy perspectives for dissertation proposal preparation. Prerequisite: ED PSY 400 and 406; or Ag 400 and R SOC 552

595. INTERNSHIP IN HIGHER EDUCATION (1-9 credits)

Supervised experience in administrative offices, in research, on instructional teams, and in college teaching.

596. INDIVIDUAL STUDIES (1-9 credits)

596A. DISSERTATION PROPOSAL (1-9 credits)

597. SPECIAL TOPICS (1-6 credits)

Special topics in higher education that examine in greater depth both current and recurring issues and that illustrate different approaches to the investigations of higher education. Each of the seminars and courses in this series is generally offered based on need, and topics may change from time to time. Examples of current seminars are:

Comparative Higher Education
Financial Issues/Trends in American Higher Education
Interdisciplinary Studies and Higher Education
Leadership in Higher Education
Models for Organizational Diagnosis
Organizational Change

Organizational Decision Making
Personnel Policies, Programs, and Issues
Qualitative Research Methods in Higher Education
State Level Policy Development and Planning in Higher Education
The American Research University
Women's Education and Development

600. D.Ed. Thesis Research (on campus) (1-15 credits)

601. Ph.D. Thesis Preparation (full-time) (1-15 credits)

610. D.Ed. Thesis Research (off-campus) (1-15 credits)

611. Ph.D. Thesis Preparation (part-time) (1-15 credits)

APPENDIX A:

M.ED. DEGREE PROGRAM WORKSHEET

AND

PLANNED/APPROVED PROGRAM--MASTER'S DEGREE

HIGHER EDUCATION PROGRAM

Planned/Approved Program--MASTER'S DEGREE

Name _____ Admitted _____

Advisor _____

Major Interest in HI ED _____

Minor Field _____

The following program was discussed and agreed to by both advisor and student.

_____ _____ _____ _____
(Student Signature) (Date) (Advisor Signature) (Date)

COURSE	Term To Be Taken	Term Taken	Instructor	Grade
Higher Education Courses				
Minor Field Courses (6 crs. minimum)				
Other Courses/Experiences				

Total Credits _____

___ Student Copy
___ Advisor Copy
___ Program File Copy

Program of Studies Worksheet

M.Ed. Degree Program

Name _____

Advisor _____

Date Admitted to Program _____

Minimum of 15 credits in Higher Education course work at the 500 level

COURSE	SEMESTER TAKEN
HI ED 545 (3 credits)	_____
_____	_____
_____	_____
_____	_____
_____	_____

Research Course (e.g., ED PSY 400)

_____	_____

Six Graduate Credits in a "Minor Field" or 6 credits in General Studies

_____	_____
_____	_____
_____	_____

Master's Paper (3 crs., HI ED 596) _____

Date paper submitted	_____
Date paper approved	_____

Additional Courses

_____	_____
_____	_____
_____	_____
_____	_____

[Minimum of 30 credits required]

APPENDIX B:

DOCTORAL PROGRAM WORKSHEET

HIGHER EDUCATION PROGRAM
DOCTORAL PROGRAM WORKSHEET

*The sample programs outlined are presented to give the student an idea of the minimum requirements in each of the areas which constitute work toward the degree. A specific course of studies should be developed by the student and his/her advisor at the time of the Candidacy Examination.

Name _____

Advisor _____

Date Admitted _____ Ph.D. _____ D.Ed._____

Core Courses (for both Ph.D. and D.Ed.) Semester taken

HI ED 548 (3 credits)	_____
HI ED 552 (3 credits)	_____
HI ED 554 (3 credits)	_____
HI ED 556 (3 credits)	_____
HI ED 562 (3 credits)	_____

Proposed date of Qualifying Exam _____

Proposed date of Candidacy Exam _____

Proposed semesters for Residency _____

Research Requirements

Basic Research Skills (9 crs.)
ED PSY 400, 406; AG 400, R SOC 522;
or STAT 451, 501, 502 _____
HI ED 565, Research Design _____
_____ _____

Advanced Skills (D.Ed., 9 crs. internship and/or practical-based courses; Ph.D., 9 crs. in advanced research courses)

_____ _____
_____ _____
_____ _____

Specialization in Higher Education (12 crs. to be selected based on the particular needs of the individual student)

Courses	Credits	Semester Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cognate (15 crs.)

Courses	Credits	Semester Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Electives (12 crs.)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Proposed date of Comprehensive Oral Exam _____

D.Ed. Thesis Research

HI ED 596 Proposal (3-9 crs.) _____

HI ED 600 (full-time study--15 crs.) _____

HI ED 610 (part-time study--15 crs.) _____

Ph.D. Dissertation (non-credit; for continuous registration after completion of coursework and Comprehensives)

HI ED 596 Proposal (3-9 crs.) _____

HI ED 601 (full-time study) _____

HI ED 611 (part-time study) _____

Proposed date of Final Oral Defense _____

*NOTE: All exams (i.e., Qualifying, Candidacy, Comprehensive and Final Oral) must have been successfully completed by both D.Ed. and Ph.D. students. See main body of the text for detailed explanations regarding other requirements.

Revised 5/89

APPENDIX C:

REQUEST FOR QUALIFYING EXAMINATION

REQUEST FOR A QUALIFYING EXAMINATION

Complete and return to: Secretary
Higher Education Program
128 Willard Building
The Pennsylvania State University
University Park, PA 16802

Allow at least four weeks for processing

* *

I request that a qualifying examination for a D.Ed. _____/ Ph.D. _____ degree in Higher Education be administered during the _____ Semester of 19_____.

I have conferred with my advisor concerning this examination. I have a minimum of a 3.00 GPA for course work done at Penn State, and I believe I am ready for the examination. My minor/cognate area is _____.

For further administrative details, please contact me at _____ or _____.
(telephone no.) (address)

_____ _____
Advisor's signature Date

_____ _____
Student's signature Date

_____ _____
Student's printed name Social Security#

Revised 5/89

APPENDIX D:

REQUEST FOR A CANDIDACY EXAMINATION

D.ED./PH.D. DEGREE PROGRAMS PROPOSED/APPROVED PLAN OF STUDY

CANDIDACY EXAMINATION: GENERAL DESCRIPTION OF PROGRAM

CANDIDACY EXAMINATION APPROVAL

REQUEST FOR CANDIDACY EXAMINATION

Complete and return to: Secretary
Higher Education Program
128 Willard Building
The Pennsylvania State University
University Park, PA 16802

* *

Name _____

Address _____

_____

Telephone # _____

Social Security # _____

This is to inform you that I have made arrangements for the administration of a Candidacy Examination for the D.Ed. _____/ Ph.D. _____ degree in Higher Education. I have devloped a research question with my advisor and have completed the research appropriate to the question. My completed paper on the research question has been distributed to my Candidacy Committee, giving them at least two weeks prior to the examination to read my response.

Date of Examination _____

Time of Examination _____

Place of Examination _____

Faculty members who will be administering the Examination (D.Ed.--at least two Higher Education faculty; for Ph.D.--two Higher Education faculty and one cognate area faculty member):

_____

_____

_____

Revised 5/89

HIGHER EDUCATION PROGRAM

D.Ed./Ph.D. Proposed/Approved Plan of Study

Name _____

Advisor _____

Date Admitted _____ Ph.D. _____ D.Ed._____

Core Courses (for both Ph.D. and D.Ed.) Semester Taken

HI ED 548 (3 credits)	_____
HI ED 552 (3 credits)	_____
HI ED 554 (3 credits)	_____
HI ED 556 (3 credits)	_____
HI ED 562 (3 credits)	_____
Date of Qualifying Exam	_____
Date of Candidacy Exam	_____
Proposed Semesters for Residency	_____

Research Requirements

Basic Research Skills (9 crs.)

ED PSY 400, 406; AG 400, R SOC 522; or STAT 451, 501, 502	_____
HI ED 565, Research Design	_____
_____	_____

Advanced Skills (D.Ed., 9 crs. internship and/or practical-based courses; Ph.D., 9 crs. in advanced research courses)

_____	_____
_____	_____
_____	_____

Specialization in Higher Education (12 crs. to be selected based on the particular needs of the individual student)

Courses	Credits	Semester Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cognate (15 crs.)

Courses	Credits	Semester Taken

Electives (12 crs.)

Proposed date of Comprehensive Oral Exam _____

Thesis Research (D.Ed. only)

HI ED 596 Proposal (3-9 crs.) _____

HI ED 600 (full-time study--15 crs.) _____

HI ED 610 (part-time study--15 crs.) _____

Ph.D. Dissertation (non-credit; for continuous registration after completion of coursework and Comprehensives)

HI ED 596 Proposal (3-9 crs.) _____

HI ED 601 (full-time study) _____

HI ED 611 (part-time study) _____

Proposed date of Final Oral Defense _____

*NOTE: All exams (i.e., Qualifying, Candidacy, Comprehensive and Final Oral) must have been successfully completed by both D.Ed. and Ph.D. students. See main body of the text for detailed explanations regarding other requirements.

Revised 5/89

D.Ed. Degree Program

PROPOSED/APPROVED PLAN OF STUDY

Name _____ S.S.# _____

INDICATE BELOW THE COURSES YOU HAVE TAKEN AND PLAN TO TAKE IN YOUR D.ED. PROGRAM

Courses	Term	Grade	Comments
HI ED CORE			
HI ED 548, Curricula in HI ED			
HI ED 552, Administration			
HI ED 554, History of Amer. HI ED			
HI ED 556, HI ED Students			
HI ED 562, Organizational Theory in HI ED			
Major Area of Program Emphasis			
HI ED Courses/Seminars, etc.			
Other Major Area Courses			

D.Ed. Proposed/Approved Plan of Study (2)

PROGRAM AREA AND COURSES	Term	Grade	Comments
Major Area of Program Emphasis (cont.)			
Research/Analysis Courses			
HI ED 565 Research Design			
Minor Field of Study (15 crs. min.)			
Other Courses/Experiences			
General Comments			

Candidacy Examination

GENERAL DESCRIPTION OF PROPOSED D.ED. DEGREE PROGRAM

Major and Minor Areas of Emphasis

Name _____

Admitted _____Semester, 19_____

Current Advisor _____

Proposed Major Area of Program Emphasis _____

Proposed Minor Field of Study _____

General Research/Analytical Competencies you wish to develop

_____

_____

_____

Any Special Internship, Project and/or Field Experiences you think would be necessary or desirable for you to engage in during your academic program

_____

_____

_____

The major reasons for your selection of major and minor areas of emphasis, research and analytical competencies and other experiences (use reverse side if required)

_____

_____

_____

_____

_____

_____

Revised 5/89

Ph.D. Degree Program

PROPOSED/APPROVED PLAN OF STUDY

Name _____ S.S.# _____

INDICATE BELOW THE COURSES YOU HAVE TAKEN AND PLAN TO TAKE IN YOUR PH.D. PROGRAM

Courses	Term	Grade	Comments
HI ED CORE			
HI ED 548, Curricula in HI ED			
HI ED 552, Administration I			
HI ED 554, History of Amer. HI ED			
HI ED 556, HI ED Students			
HI ED 562, Organizational Theory in HI ED			
Major Area of Program Emphasis			
HI ED Courses/Seminars, etc.			
Other Major Area Courses			

Program Area and Courses	Term	Grade	Comments
Major Area of Program Emphasis (cont.)			
Research/Analysis Courses			
HI ED 565 Research Design			
Discipline Field Competencies			
Doctoral Dissertation			
HI ED 601/611 (non-credit, continuous registration)			
General Comments			

Revised 5/89

Candidacy Examination

GENERAL DESCRIPTION OF PROPOSED PH.D. DEGREE PROGRAM

Major and Cognate Areas of Emphasis

Name _____ Admitted _____ Semester, 19____

Current Advisor _____

Proposed Major Area of Program Emphasis _____

Proposed Discipline Field of Study _____

General Research/Analytical Competencies you wish to develop

_____

_____

_____

Any Special Internship, Project and/or Field Experiences you think would be necessary or desible for you to engage in during your academic program

_____

_____

_____

The major reasons for your selection of major, related discipline field of study, research and analytical competencies and other experiences (use reverse side if required)

_____

_____

_____

_____

_____

_____

Revised 5/89

CANDIDACY EXAMINATION APPROVAL

Date: _____

To: Professor-in-Charge
Higher Education Program
128 Willard Building
The Pennsylvania State University
University Park, PA 16802

This is to inform you that a candidacy examination for the D.Ed. _____/Ph.D _____ degree in Higher Education was administered to _____
(Name of Candidate)
on _____, and he/she was_____/was not _____ accepted as a doctoral candidate. The student's approved minor field of study is _____. The committee has placed the following stipulations on the candidate:

_____

_____

_____

_____ _____
Higher Education Advisor Date

_____ _____
Higher Education Faculty Member Date

_____ _____
Minor Advisor (Ph.D. candidates) Date

==========

HIGHER EDUCATION FACULTY APPROVAL: yes _____ no _____

_____ _____
Professor-in-Charge Date

Attachments: Approved Plan of Study

APPENDIX E:

REQUEST TO APPOINT/CHANGE A DOCTORAL COMMITTEE

REQUEST TO APPOINT/CHANGE A DOCTORAL COMMITTEE

Please check the appropriate line:

_____ Change of Doctoral Committee
_____ Request to Appoint a Doctoral Committee

Student's Name _____

Student Number _____

Degree Sought _____

Major Field _____

Minor Field* _____

It is recommended that the following committee be appointed to direct the candidate's doctoral program

Chair of the committee _____

Members representing major field

_____

_____

_____

_____

Members representing minor/cognate field _____

Member representing general studies _____

Member representing related areas _____

_____
Date of Report

*If a candidate is to fulfill requirements for a minor, at least one representative from the minor field must be appointed to the doctoral committee. Include an office address for members representing the minor/cognate field, general studies and related area.

APPENDIX F:

REQUEST FOR A COMPREHENSIVE ORAL EXAMINATION (DISSERTATION PROPOSAL DEFENSE)

REQUEST FOR A COMPREHENSIVE ORAL EXAMINATION
THE PROPOSAL DEFENSE

Complete and return to: Secretary
Higher Education Program
128 Willard Building
The Pennsylvania State University
University Park, PA 16802

Allow at least four weeks for processing.

* *

I request that a comprehensive oral examination for a D.Ed. _____/ Ph.D. _____ degree in Higher Education be administered at _____ AM/PM on _____, _____,
day of week month/day
19_____. I have reserved the CSHE Library, 130 Willard Building, for two hours for the examination.

I successfully passed my qualifying examination on _____.
month and year
The title of my dissertation proposal, which I will be defending at the Comprehensive Oral Examination is _____
_____.

Each of the members of my doctoral committee listed below has been contacted and the time and date specified above is convenient and acceptable to all.

	Name	Department & Addresses
Chair	_____	_____
Professor	_____	_____
	_____	_____
	_____	_____
	_____	_____

For further administrative details, please contact me at

_____ or _____.
telephone address

_____ _____
student's signature date

_____ _____
student's printed name student number

revised 5/89

APPENDIX G:

REQUEST FOR FINAL ORAL DEFENSE OF DISSERTATION

REQUEST FOR A FINAL ORAL DEFENSE OF DISSERTATION

Complete and return to: Secretary
Higher Education Program
128 Willard Building
The Pennsylvania State University
University Park, PA 16802

Allow at least four weeks for processing.

* *

I request that an oral defense of dissertation for a D.Ed. _____/ Ph.D. _____ degree in Higher Education be administered at _____ AM/PM on _____ (day of week), _____ (month/day), 19_____. I have reserved the CSHE Library, 130 Willard Building, for two hours for the examination.

I have successfully passed my oral comprehensive examination on _____ (month and year). The title of my dissertation, which I will be defending at the Oral Defense, is _____

_____

_____.

Each of the members of my doctoral committee listed below has been contacted and the time and date specified above is convenient and acceptable to all.

	Name	Department & Address
Chair	_____	_____
Professor	_____	_____
	_____	_____
	_____	_____
	_____	_____

For further administrative details, please contact me at

_____ or _____.
telephone address

_____ _____
Student's signature Date

_____ _____
Student's printed name Student number

revised 5/89

APPENDIX H:

GRADUATE PROGRAMS/THESIS OFFICE CALENDAR

GRADUATE PROGRAMS/THESIS OFFICE CALENDAR

Fall 1989

AUG 14 Monday - Thesis Office beginning informal spot checks of format of December theses--by appointment only. (This is not an official submission.)

AUG 14 Monday - Thesis Office accepting master's and doctoral theses for official submission. See Thesis Guide for items required for submission. Theses will be accepted only from students who have activated their intent to graduate in December.

SEPT 13 Wednesday - Last date to activate or reactivate "intent to graduate" for December graduates in Registrar's Office, 112 Shields (814-865-6357). Students who fail to complete the requirements by December must reactivate their intent to graduate for the next semester.

SEPT 13 Wednesday - Last date to pay thesis microfilming/binding fee in Bursar's Office, 103 Shields. This one-time fee covers Thesis Office copy only (save receipt; it must accompany thesis at submission).

OCT 2 Monday - Last date for a December graduate to schedule final oral doctoral examination.

OCT 6 Friday - Last date for a December graduate to receive informal format check of master's or doctoral thesis. (An appointment is required.)

OCT 9 Monday - Last date for a December graduate to submit MASTER'S THESIS to Thesis Office for formal editorial/format review.*

OCT 16 Monday - Last date for a December graduate to pass final oral doctoral examination.

OCT 23 Monday - Last date for a December graduate to submit DOCTORAL THESIS to Thesis Office for formal editorial/format review.*

OCT 23 Monday - Last date for departments to certify to Graduate Programs Office completion of required master's papers for December graduation.

*Students will be notified when theses have been reviewed. Corrected final copy (on 25% cotton bond) is normally due two weeks from the day the thesis is picked up from the Thesis Office for correction (three weeks for out-of-town authors).

Note: There is no graduate commencement ceremony at University Park in the fall semester.

APPENDIX I:

PROPOSAL FOR INTERNSHIP/INDEPENDENT STUDY

PROPOSAL FOR INTERNSHIP/INDEPENDENT STUDY: HI ED 595/596

Name _____

Faculty Supervisor _____

#credits _____ for _____ Semester/Session 19_____

Location of Internship

Name of organization/dept. _____

Address _____

Contact _____

Telephone _____

Description of the Problem, Project or Area Study

Number of hours in internship/independent study completed and currently underway _____

Approved: _____ Date:_____
Supervising faculty member

_____ Date:_____
Professor-in-Charge

Copies: Student
Supervising Faculty Member
Program Office

Revised 5/89